



# MUSC12411 *Principal Music Studios 3*

## Term 1 - 2018

Profile information current as at 10/04/2024 01:14 am

All details in this unit profile for MUSC12411 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

### General Information

#### Overview

In Principal Music Studios 3, you will continue your practical music studies in one instrument, voice or composition, focusing on intermediate level repertoire and technical work. You are expected to demonstrate cumulative levels of skill and knowledge through this series of units. NOTE: On occasion, as part of your studies, you may be required to participate in performance activities in various settings and locations (off campus) that may contribute to your assessment in this unit.

#### Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

#### Pre-requisites or Co-requisites

Students must be enrolled in CG51 Bachelor of Music to enrol in this unit. This unit is only available in the following majors within the CG51 Bachelor of Music course: Jazz and Popular major (Mackay only) Performance major (Mackay and distance) Students in Music Studies major of the CG51 Bachelor of Music course are not permitted to enrol in this unit. Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

#### Offerings For Term 1 - 2018

- Distance
- Mackay

#### Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

#### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Practical and Written Assessment**

Weighting: 40%

#### 2. **Practical and Written Assessment**

Weighting: 40%

#### 3. **Practical Assessment**

Weighting: 20%

### Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Previous Student Feedback

### Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

#### Feedback from Staff

##### Feedback

Saxophone Curriculum.

##### Recommendation

The technical materials in the saxophone curriculum will undergo enhancements.

## Unit Learning Outcomes

### On successful completion of this unit, you will be able to:

1. Perform the intermediate technical work covered in this unit
2. Execute the intermediate level repertoire and skills studied in this unit
3. Demonstrate an understanding of the stylistic and interpretive requirements of the intermediate level repertoire studied in this unit.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Practical and Written Assessment - 40%	•		
2 - Practical and Written Assessment - 40%		•	•
3 - Practical Assessment - 20%	•		

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
1 - Communication	•	•	•
2 - Problem Solving	•	•	•
3 - Critical Thinking		•	•
4 - Information Literacy			•

Graduate Attributes	Learning Outcomes		
	1	2	3
5 - Team Work			
6 - Information Technology Competence	•	•	•
7 - Cross Cultural Competence			
8 - Ethical practice			
9 - Social Innovation			
10 - Aboriginal and Torres Strait Islander Cultures			

## Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Practical and Written Assessment - 40%	•	•				•				
2 - Practical and Written Assessment - 40%	•	•	•			•				
3 - Practical Assessment - 20%	•	•	•	•		•				

## Textbooks and Resources

### Textbooks

**There are no required textbooks.**

### IT Resources

**You will need access to the following IT resources:**

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- It is strongly recommended that all students studying in the Bachelor of Music (Performance Major) undertaking one-one lessons with tutors via the Zoom (Video) technology, to purchase the following professional microphone: RODE NT-USB <http://www.ode.com/microphones/nt-usb> This microphone is available in a range of online shops and will significantly improve the sound quality for your lessons. Full details are on the moodle unit website. \*If you are receiving lessons on one of the University campuses, you will not require this equipment.

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Peter McKenzie** Unit Coordinator  
[p.mckenzie@cqu.edu.au](mailto:p.mckenzie@cqu.edu.au)

## Schedule

### Week 1 - 05 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Individual study schedule to meet unit learning objectives		
Aural class (MKY only)		
Rhythm class (MKY only)		

### Week 2 - 12 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Individual study schedule to meet unit learning objectives		
Aural class (MKY only)		
Rhythm class (MKY only)		

### Week 3 - 19 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Individual study schedule to meet unit learning objectives		
Aural class (MKY only)		
Rhythm class (MKY only)		

### Week 4 - 26 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Individual study schedule to meet unit learning objectives		
Aural class (MKY only)		
Rhythm class (MKY only)		

### Week 5 - 02 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Individual study schedule to meet unit learning objectives		
Jazz & Pop Mid Term Break ONLY		

### Vacation Week - 09 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Aural class (MKY only)		
Rhythm class (MKY only)		

### Week 6 - 16 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Individual study schedule to meet unit learning objectives		
Aural class (MKY only)		
Rhythm class (MKY only)		

### Week 7 - 23 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Individual study schedule to meet unit learning objectives		
Aural class (MKY only)		
Rhythm class (MKY only)		

**Week 8 - 30 Apr 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Individual study schedule to meet unit learning objectives Aural class (MKY only) Rhythm class (MKY only)		

**Week 9 - 07 May 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Individual study schedule to meet unit learning objectives Aural class (MKY only) Rhythm class (MKY only)		

**Week 10 - 14 May 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Individual study schedule to meet unit learning objectives Aural class (MKY only) Rhythm class (MKY only)		

**Week 11 - 21 May 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Individual study schedule to meet unit learning objectives Aural class (MKY only) Rhythm class (MKY only)		

**Week 12 - 28 May 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Individual study schedule to meet unit learning objectives Aural class (MKY only) Rhythm class (MKY only)		<b>Practical Assessment</b> Due: Week 12 Friday (1 June 2018) 11:45 pm AEST

**Review/Exam Week - 04 Jun 2018**

Module/Topic	Chapter	Events and Submissions/Topic
		<b>Practical and Written Assessment</b> Due: Review/Exam Week Friday (8 June 2018) 11:45 pm AEST <b>Practical and Written Assessment</b> Due: Review/Exam Week Friday (8 June 2018) 11:45 pm AEST

**Exam Week - 11 Jun 2018**

Module/Topic	Chapter	Events and Submissions/Topic
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## Assessment Tasks

### 1 Practical and Written Assessment

**Assessment Type**

Practical and Written Assessment

**Task Description**

Students are required to undertake a task(s) focused on the technical aspects of music performance / production.

**Bachelor of Music (Jazz & Pop) MKY ONLY:**

This assessment item involves students preparing and presenting an end of term technical test on their primary instrument. The purpose of this technical exam is to build the basic rudiments of music relating to:

- keys

- scales/modes
- Arpeggios/chords

The Unit Coordinator and your specific tutor will determine your technical materials list through the Moodle website.

**Bachelor of Music (Performance Major) - Distance Cohort** (Distance/Townsville/Wagga Wagga/ Bathurst)

This assessment item involves students preparing and presenting an end of term technical test on their primary instrument. The purpose of this technical exam is to build the basic rudiments of music relating to:

- Keys
- Scales/modes
- Arpeggios/chords

The Unit Coordinator and your specific tutor will determine your technical materials list through the Moodle website.

### **Assessment Due Date**

Review/Exam Week Friday (8 June 2018) 11:45 pm AEST

End of term examination period

### **Return Date to Students**

End of term

### **Weighting**

40%

### **Assessment Criteria**

### **ASSESSMENT ITEM 1**

Assessment criteria

Students will be assessed according to the following criteria:

#### **Jazz guitar**

#### **Arpeggios/Chords 20%**

- Accuracy of pitch and fingering
- Appropriate tempo employed
- Ability to demonstrate various articulations and dynamics
- Degree of fluency and technical facility

#### **Scales/Exercises 20%**

- Accuracy of pitch and fingering
- Appropriate tempo employed
- Ability to demonstrate various articulations and dynamics
- Degree of fluency and technical facility

#### **Contemporary Guitar**

#### **Arpeggios/Chords 20%**

- Accuracy of pitch and fingering
- Appropriate tempo employed
- Ability to demonstrate various articulations and dynamics
- Degree of fluency and technical facility

#### **Scales/Exercises 20%**

- Accuracy of pitch and fingering
- Appropriate tempo employed
- Ability to demonstrate various articulations and dynamics
- Degree of fluency and technical facility

## **Jazz Piano**

### **Arpeggios/Chords 20%**

- Accuracy of pitch and fingering
- Appropriate tempo employed
- Ability to demonstrate various articulations and dynamics
- Degree of fluency and technical facility

### **Scales/Exercises 20%**

- Accuracy of pitch and fingering
- Appropriate tempo employed
- Ability to demonstrate various articulations and dynamics
- Degree of fluency and technical facility

## **Classical Piano**

### **Scales /Arpeggios/Exercises 40%**

- Accuracy of pitch and fingering
- Appropriate tempo employed
- Ability to demonstrate various articulations and dynamics
- Degree of fluency and technical facility

## **Jazz Voice**

### **Arpeggios 20%**

- Accuracy of intonation and pitch
- Breath control and support
- Accuracy of phrasing
- Appropriate tempo employed
- Degree of fluency

### **Scales/Exercises 20%**

- Accuracy of intonation and pitch
- Breath control and support
- Accuracy of phrasing
- Appropriate tempo employed
- Degree of fluency

## **Classical Voice**

### **Arpeggios 20%**

- Accuracy of intonation and pitch
- Breath control and support
- Accuracy of phrasing
- Appropriate tempo employed
- Degree of fluency

### **Scales/Exercises 20%**

- Accuracy of intonation and pitch
- Breath control and support
- Accuracy of phrasing
- Appropriate tempo employed
- Degree of fluency



## **Contemporary Voice**

### **Arpeggios 20%**

- Accuracy of intonation and pitch
- Breath control and support
- Accuracy of phrasing
- Appropriate tempo employed
- Degree of fluency

### **Scales/Exercises 20%**

- Accuracy of intonation and pitch
- Breath control and support
- Accuracy of phrasing
- Appropriate tempo employed
- Degree of fluency
- Appropriate interpretation of the style

## **Bass Guitar**

### **Arpeggios 20%**

- Accuracy of intonation
- Accuracy of Articulation
- Appropriate tempo employed
- Degree of fluency and technical facility

### **Scales/Exercises 20%**

- Accuracy of intonation
- Accuracy of Articulation
- Appropriate tempo employed
- Degree of fluency and technical facility

## **Drums**

### **Rudiments 15%**

- Accuracy of articulation
- Appropriate tempo employed
- Degree of fluency and technical facility

### **Independence 25%**

- Accuracy of articulation
- Appropriate tempo employed
- Appropriate balance of limbs
- Degree of fluency and technical facility
- Appropriate interpretation of the style

## **Trumpet/Brass**

### **Arpeggios 20%**

- Accuracy of intonation
- Accuracy of articulation
- Breath control and support
- Appropriate tempo employed
- Degree of fluency and technical facility

### **Scales/Exercises 20%**

- Accuracy of intonation
- Accuracy of articulation
- Breath control and support
- Appropriate tempo employed
- Degree of fluency and technical facility

### **Saxophone/Clarinet/Flute**

#### **Arpeggios 20%**

- Accuracy of intonation
- Accuracy of articulation
- Breath control and support
- Appropriate tempo employed
- Degree of fluency and technical facility

### **Scales/Exercises 20%**

- Accuracy of intonation
- Accuracy of articulation
- Breath control and support
- Appropriate tempo employed
- Degree of fluency and technical facility

### **Classical Flute**

#### **Arpeggios 20%**

- Accuracy of intonation and pitch
- Breath control and support
- Accuracy of phrasing
- Appropriate tempo employed
- Degree of fluency

### **Scales/Exercises 20%**

- Accuracy of intonation and pitch
- Breath control and support
- Accuracy of phrasing
- Appropriate tempo employed
- Degree of fluency

### **Violin**

#### **Arpeggios 20%**

- Accuracy of intonation and pitch
- Accuracy of phrasing
- Appropriate tempo employed
- Degree of fluency

### **Scales/Exercises 20%**

- Accuracy of intonation and pitch
- Accuracy of phrasing
- Appropriate tempo employed
- Degree of fluency

## Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

## Submission

Offline Online

## Submission Instructions

DISTANCE STUDENTS (DISTANCE/TOWNSVILLE/WAGGA WAGGA, BATHURST) will upload video files to the moodle website (maximum size 500mb per video)

## Learning Outcomes Assessed

- Perform the intermediate technical work covered in this unit

## Graduate Attributes

- Communication
- Problem Solving
- Information Technology Competence

# 2 Practical and Written Assessment

## Assessment Type

Practical and Written Assessment

## Task Description

Students undertake a practically focused project / assessment task.

### Bachelor of Music (Jazz & Pop) MKY ONLY:

Students are required to undertake a test focused on the performance aspects of music. Depending on the instrument, students will be given a list of repertoire (Jazz Standards) to perform. In this setting students must:

- Perform the pieces/materials from memory without the use of printed music of any kind
- Horns and vocals must improvise
- Demonstrate the use of the harmonic/rhythmic language presented in lessons and apply this to the repertoire.
- Drummers must perform a range of grooves and studies

### Bachelor of Music (Performance Major) Distance Cohort (Distance/Townsville/Wagga Wagga/ Bathurst)

Students are required to undertake a test focused on the performance aspects of music. Depending on the instrument, students will be given a list of repertoire (Classical or Contemporary) to perform. In this setting students must:

The examination consists of a 20-30 minute recital.

The program should show a variety of styles and tempo

The program is to be chosen in consultation with your teacher to ensure an appropriate level of difficulty is attempted.

## Assessment Due Date

Review/Exam Week Friday (8 June 2018) 11:45 pm AEST

End of term examination period

## Return Date to Students

End of term

## Weighting

40%

## Assessment Criteria

### ASSESSMENT ITEM 2

Students will be assessed according to the following criteria:

#### Jazz guitar

#### Technique: 12%

- Accuracy of intonation
- Accuracy of articulation and phrasing
- Degree of fluency and technical facility
- Ability to effectively demonstrate appropriate tonal qualities on instrument

### **Improvisation/Interpretation 10%**

- Degree of memorisation of harmony and melody
- Appropriate use of dynamics
- Appropriate interpretation of the style
- Ability to effectively utilise appropriate harmonic principles in improvisation
- Ability to effectively utilise appropriate rhythmic principles in improvisation

### **Studies 8%**

- Accuracy of intonation
- Accuracy of articulation
- Appropriate tempo employed
- Application of dynamics
- Degree of fluency and technical facility
- Appropriate interpretation of the style

### **Transcription 8%**

- Accuracy of intonation
- Accuracy of articulation
- Accuracy of appropriate tempo
- Application of dynamics
- Degree of fluency and technical facility
- Appropriate interpretation of the style

### **Contemporary Guitar**

#### **Technique: 17%**

- Accuracy of intonation
- Accuracy of articulation and phrasing
- Degree of fluency and technical facility
- Ability to effectively demonstrate appropriate tonal qualities on instrument

### **Improvisation/Interpretation 15%**

- Degree of memorisation of harmony and melody
- Appropriate use of dynamics
- Appropriate interpretation of the style

### **Studies 8%**

- Accuracy of intonation
- Accuracy of articulation
- Appropriate tempo employed
- Application of dynamics
- Degree of fluency and technical facility
- Appropriate interpretation of the style

### **Jazz Piano**

#### **Technique: 12%**

- Accuracy of articulation and phrasing
- Degree of fluency and technical facility
- Ability to effectively demonstrate appropriate tonal qualities on instrument

### **Improvisation/Interpretation 10%**

- Degree of memorisation of harmony and melody
- Appropriate use of dynamics

- Appropriate interpretation of the style
- Ability to effectively utilise appropriate harmonic principles in improvisation
- Ability to effectively utilise appropriate rhythmic principles in improvisation

#### **Studies 8%**

- Accuracy of intonation
- Accuracy of articulation
- Appropriate tempo employed
- Application of dynamics
- Degree of fluency and technical facility
- Appropriate interpretation of the style

#### **Transcription 8%**

- Accuracy of intonation
- Accuracy of articulation
- Accuracy of appropriate tempo
- Application of dynamics
- Degree of fluency and technical facility
- Appropriate interpretation of the style

#### **Classical Piano**

##### **Repertoire 30%**

- Accuracy of musical elements
- Appropriate use of dynamics and phrasing
- Degree of fluency and technical facility
- Ability to effectively demonstrate appropriate tonal qualities on instrument
- Appropriate interpretation of the style

##### **Studies/Etudes 10%**

- Accuracy of musical elements
- Appropriate tempo employed
- Degree of fluency and technical facility
- Application of correct dynamics, articulation and phrasing
- Appropriate interpretation of the style

#### **Jazz Voice**

##### **Technique: 17%**

- Accuracy of pitch
- Accuracy of phrasing
- Breath control and support
- Clarity & accuracy of lyrics
- Use of appropriate vocal colours
- Appropriate interpretation of character/meaning of the song

##### **Improvisation/Interpretation 15%**

- Ability to effectively utilise appropriate harmonic principles in improvisation
- Ability to effectively utilise appropriate rhythmic principles in improvisation

##### **Transcription 8%**

- Accuracy of intonation
- Accuracy of articulation
- Accuracy of appropriate tempo

- Application of dynamics
- Degree of fluency and technical facility
- Appropriate interpretation of the style

### **Classical Voice**

#### **Repertoire 40%**

- Accuracy of pitch
- Accuracy of phrasing
- Breath control and support
- Clarity & accuracy of lyrics
- Use of appropriate vocal colours
- Appropriate interpretation of character/meaning of the song

#### **Studies/Etudes 10%**

- Accuracy of intonation and pitch
- Breath control and support
- Accuracy of phrasing
- Appropriate tempo employed
- Use of appropriate vocal colours
- Degree of fluency

### **Contemporary Voice**

#### **Repertoire 30%**

- Accuracy of pitch
- Accuracy of phrasing
- Breath control and support
- Clarity & accuracy of lyrics
- Use of appropriate vocal colours
- Appropriate interpretation of character/meaning of the song

#### **Studies/Etudes 10%**

- Accuracy of intonation and pitch
- Breath control and support
- Accuracy of phrasing
- Appropriate tempo employed
- Use of appropriate vocal colours
- Degree of fluency

### **Bass Guitar**

#### **Technique: 12%**

- Accuracy of intonation
- Accuracy of articulation and phrasing
- Degree of fluency and technical facility
- Ability to effectively demonstrate appropriate tonal qualities on instrument

#### **Improvisation/Interpretation 10%**

- Degree of memorisation of harmony and melody
- Appropriate use of dynamics
- Appropriate interpretation of the style
- Ability to effectively utilise appropriate harmonic principles in improvisation
- Ability to effectively utilise appropriate rhythmic principles in improvisation

#### **Studies 8%**

- Accuracy of intonation
- Accuracy of articulation
- Appropriate tempo employed
- Application of dynamics
- Degree of fluency and technical facility
- Appropriate interpretation of the style

#### **Transcription 8%**

- Accuracy of intonation
- Accuracy of articulation
- Appropriate tempo employed
- Application of dynamics
- Degree of fluency and technical facility
- Appropriate interpretation of the style

#### **Trumpet/Brass**

##### **Technique: 12%**

- Accuracy of intonation
- Accuracy of articulation and phrasing
- Breath control and support
- Degree of fluency and technical facility
- Ability to effectively demonstrate appropriate tonal qualities on instrument

#### **Improvisation/Interpretation 10%**

- Degree of memorisation of harmony and melody
- Appropriate use of dynamics
- Appropriate interpretation of the style
- Ability to effectively utilise appropriate harmonic principles in improvisation
- Ability to effectively utilise appropriate rhythmic principles in improvisation

#### **Studies 8%**

- Accuracy of intonation
- Accuracy of articulation
- Appropriate tempo employed
- Breath control and support
- Degree of fluency and technical facility
- Appropriate interpretation of the style

#### **Transcription 8%**

- Accuracy of intonation
- Accuracy of articulation
- Appropriate tempo employed
- Breath control and support
- Degree of fluency and technical facility
- Appropriate interpretation of the style

#### **Saxophone/Clarinet/Flute**

##### **Technique: 12%**

- Accuracy of intonation
- Accuracy of articulation and phrasing
- Breath control and support
- Degree of fluency and technical facility
- Ability to effectively demonstrate appropriate tonal qualities on instrument

### **Improvisation/Interpretation 10%**

- Degree of memorisation of harmony and melody
- Appropriate use of dynamics
- Appropriate interpretation of the style
- Ability to effectively utilise appropriate harmonic principles in improvisation
- Ability to effectively utilise appropriate rhythmic principles in improvisation

### **Studies 8%**

- Accuracy of intonation
- Accuracy of articulation
- Appropriate tempo employed
- Breath control and support
- Degree of fluency and technical facility
- Appropriate interpretation of the style

### **Transcription 8%**

- Accuracy of intonation
- Accuracy of articulation
- Appropriate tempo employed
- Breath control and support
- Degree of fluency and technical facility
- Appropriate interpretation of the style

### **Drums**

#### **Rudimental Solo 12%**

- Accuracy of articulation and dynamics
- Accuracy of appropriate tempo
- Degree of fluency and technical facility
- Appropriate interpretation of the style

#### **Repertoire/Studies 20%**

- Accuracy of articulation and dynamics
- Degree of fluency and technical facility
- Appropriate interpretation of grooves
- Degree of stylistic improvisation

#### **Transcriptions 8%**

- Accuracy of articulation
- Accuracy of appropriate tempo
- Degree of rhythmic accuracy
- Degree of fluency and technical facility
- Appropriate interpretation of the style

### **Classical Flute**

#### **Repertoire 30%**

- Accuracy of pitch
- Accuracy of phrasing
- Breath control and support
- Appropriate use of dynamics
- Degree of fluency and technical facility
- Appropriate interpretation of character/meaning of the song



### **Studies/Etudes 10%**

- Accuracy of intonation and pitch
- Breath control and support
- Accuracy of phrasing
- Appropriate tempo employed
- Degree of fluency
- Appropriate interpretation of the style

### **Violin**

### **Repertoire 30%**

- Accuracy of pitch
- Accuracy of phrasing
- Appropriate use of dynamics
- Degree of fluency and technical facility
- Appropriate interpretation of character/meaning of the song

### **Studies/Etudes 10%**

- Accuracy of intonation and pitch
- Accuracy of phrasing
- Appropriate tempo employed
- Degree of fluency
- Appropriate interpretation of the style

### **Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

### **Submission**

Offline

### **Learning Outcomes Assessed**

- Execute the intermediate level repertoire and skills studied in this unit
- Demonstrate an understanding of the stylistic and interpretive requirements of the intermediate level repertoire studied in this unit.

### **Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Technology Competence

## **3 Practical Assessment**

### **Assessment Type**

Practical Assessment

### **Task Description**

#### **Bachelor of Music (Jazz and Pop) MKY ONLY students:**

Students are required to present a variety of aural and rhythm based materials in a practical test setting. Each week, students will engage in aural and rhythm classes. Students will present the following:

- Scale and chord recognition
- Interval recognition
- Learning pieces in multiple keys
- Chord progression recognition
- Note values, subdivisions and time signatures
- Sight reading
- Groove and transcription reading

**Bachelor of Music (Performance Major) - Distance Cohort** (Distance/Townsville/Wagga Wagga/ Bathurst)

### Program notes

Students must submit program notes on their practical performance (Assessment item 2). They provide you with the opportunity to research the pieces that you are performing and present this information in a written format at your practical exam. They are much like the 'general knowledge' component of a practical exam.

### Length of program notes

They should be a minimum of **200 words for each piece of music** that you are playing in your performance exam. You **do not** need to do program notes on your study as is part of the Technical exam.

### Classical pieces

1. Who wrote the piece and when?
2. Is this piece part of a larger work? Is it a movement, section or piece that belongs to a larger set of pieces?
3. What is the key and form of the piece?
4. What are the main musical features of the piece?
5. What effects or emotions was the composer trying to achieve?
6. What other major works did this composer write and for what instruments?

### Contemporary popular pieces/songs

1. Who wrote the words and the music and when?
2. Who has recorded this work and when?
3. Is this song part of a larger work such as a musical?
4. What is the key and the form of the song?
5. What is the musical style of this song?
6. What other songs did this composer and lyricist write?

Upload the program notes as a Microsoft Word Document (.docx) which (1) must use 12 point Times New Roman font; (2) must use 1.5 spacing for the body of the assignment; and (3) may use sub-headings to organise your assignment clearly. Must adhere to the CQUniversity APA Style Guide.

### Referencing

Since this is a written piece of assessment, you should include a **Reference List** at the end and properly reference any direct quotes that you make. The referencing style is APA, 6th Edition.

### Assessment Due Date

Week 12 Friday (1 June 2018) 11:45 pm AEST

End of term examination period

### Return Date to Students

End of term

### Weighting

20%

### Assessment Criteria

#### Bachelor of Music (Jazz & Pop) MKY Cohort

50% - Aural based materials test

50% - Rhythm based materials test

#### Bachelor of Music (Performance Major) - Distance Cohort (Townsville/Wagga Wagga/Bathurst)

35% - Outline of general knowledge of each piece

35% - Identification of specific musical features of each piece

20% - Demonstration of an ability to write clearly and logically

10% - Accuracy of referencing

### Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

### Submission

Offline

### Learning Outcomes Assessed

- Perform the intermediate technical work covered in this unit

### Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking

- Information Literacy
- Information Technology Competence

## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

### What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

### Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

### Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### What can you do to act with integrity?



#### Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



#### Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



#### Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem